



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

leurs. Au centre de la cour est le pavillon du sultan, devant lequel sont étalés les présents que les grands dignitaires offrent à sa Hautesse. La musique et les danses terminent cette fête.

*Maître Rouge-gorge.* Dis donc, Babette! Il nous faut aller en Turquie voir cette fête.

*Babette.* Oui, mais pas cette année. Mademoiselle Violette, n'avez vous rien à dire? Je vais vous chanter une chanson avant de partir.

*Violette.* Les Grecs et les Celtes disent que je suis l'emblème de l'innocence et de la virginité. J'ai toujours décoré les cercueils de leurs jeunes vierges.

On prétend aussi que Vénus, qui est très belle, après avoir épouser le laid Vulcain ne voulait pas le suivre. Alors Vul-

cain s'est fait une couronne de mes sœurs, et la belle déesse, charmée de leur doux parfum sourit à Vulcain et écouta ses protestations d'amour.

*Babette et Rouge-gorge (se mettent à chanter).*

"Quand Flore, la reine des fleurs,

Eut fait naître la violette

Avec de charmantes couleurs,

Les plus tendres de palette,

Avec le corps d'un papillon

Et ce délicieux arôme

Qui la trahit dans le sillon;

'Enfant de mon chaste royaume

Quel don puis-je encore attacher,'

Dit Flore, 'à ta grâce céleste?'

'Donnez-moi,' dit la fleur modeste,

'Un peu d'herbe pour me cacher.'"

## Fifth Grade

### Willard Streeter Bass

NOTE: Part of the work outlined below was done in the month of April.

**History:** The subject for the month will be the French in North America. The following topics will be considered:

I. Discoveries and early explorations.

II. Industrial and social character of the colony.

III. Expansion of the colony through the entire St. Lawrence and Mississippi river basins.

IV. Points at which this expansion met the growth of the English colonies.

V. The conflict between the French and English.

Stories will be told which best typify the spirit, methods, and aims of the French explorers, and which are of most importance in establishing the claim of the French to the territory which they occupied. The stories selected are Champlain's first trip to the lake which bears his name and his

fight there with the Iroquois, Joliet's and Marquette's discovery of the Mississippi, and La Salle's journey to the mouth of that river.

Besides the love of exploration which the sixteenth-century Frenchman possessed to a remarkable degree, three motives animated the French in the efforts to colonize the New World. They were the establishment of a transatlantic French empire, the conversion of the Indians, and the acquisition of wealth through the fur trade. Every French settlement contained some expression of these motives, and the children will take a typical settlement, such as the mission at Michilimackinac, and study its life and organization with some minuteness. The home life, industries, architecture, and government will be compared with that of the English colonies studied earlier in the year.

The extent of the English and French

colonies in 1745 will be studied, and the great importance of the Appalachian Mountains in separating the two constantly expanding civilizations will be observed. The geography of the region will be studied and the points of strategic importance determined. The children will see that the control of the natural passages from the east to the west will be of primary importance, and that the points which control these routes will be desired by both sides. Such points are: Niagara and the fork of the Ohio, controlling the routes to the great West; Lake Champlain, controlling the easiest and most direct route to Canada, and Quebec, the gateway to the whole of the French possessions.

The study of the final conflict should be the study of the struggle for the four strategic points named above. The story of Braddock's expedition against Fort Duquesne will be told, and the valuable services of Colonel Washington included. The final capture of the fort by Forbes in 1758 will also be told. The attempt of the English to take Ticonderoga in 1758, their defeat, and their success in the following year, will next be told. The almost simultaneous success of the English at Niagara will be noted, but attention of the class will be centered upon the dramatic struggle of Wolfe and Montcalm for the possession of Quebec. The situation of Quebec and its natural defenses will be made as vivid as possible. The long struggle of the English to gain a position on the heights and their despairing condition, the last desperate attempt, the battle, and the death of the two generals, will all be described as vividly as possible, and the children made to realize the heroism displayed by both French and English.

**Art:** The most picturesque scenes which may be considered representative of great movements will be described to the children with as much detail and vividness as pos-

sible. Pictures of costumes, architecture, boats, and landscapes will be shown whenever available. The children will then represent their conceptions of these scenes in blackboard drawings, water-colors, or clay. The scenes selected for this purpose are Champlain at the battle with the Iroquois, the mission at Michilimackinac, La Salle raising the cross at the mouth of the Mississippi, Washington at Braddock's defeat, Montcalm at Ticonderoga, Wolfe ascending the heights at Quebec.

**Writing:** The class will write out the story of every important event which is told or read to them, and an attempt will be made to have this series of narratives when finished form a fairly connected story of the French in North America.

**Constructive Work:** The class will construct a model in pasteboard, wood, etc., of a typical French settlement, selecting for this purpose either the mission station at Michilimackinac or the Indian village at Starved Rock.

**Oral Reading:** Selections from *The Seats of the Mighty*.

**References:** Hart, *Source-Book of American History*, pp. 96-98, 103-104, 105-107. Winsor, *Narrative and Critical History of America*, Vol. IV, pp. 103-316, especially pp. 120 and 243, Vol. V., especially Chapter VIII; Bourinot, *Canada*; Fiske, *The Overthrow of French Power in America*, Harper's Magazine, Vol. LXV, pp. 99-112; Parkman, *Pioneers of France in the New World*, pp. 346-360, *La Salle and the Great West*, Chapters III, V, X, XVI, XX, and *Montcalm and Wolfe*, Chapters V, VII, XX, XXII, XXV - XXVII; McMurry, *Pioneer History Stories of the Mississippi Valley*.

**Geography:** The subject for the month will be the study of the regions of North America discovered and colonized by the French, and of the location and topography of the strategic points about which the

principal struggles of the French and Indian War occurred. The work will in general be kept slightly in advance of the work in history, and will furnish a background for the historical narrative and a clew to the cause of many important events.

The class will first review the work which they have done upon North America as a continent, and will model it in sand. The maps should show the two great slopes of the continent, the interruption of the eastern slope by the Appalachian Mountains, the great central plain divided into the great river basins of the Mississippi, the St. Lawrence, and the Mackenzie and rivers flowing into Hudson Bay.

The basin of the St. Lawrence will then be studied in detail. The topography of the region will first be considered, and the children, gathering their information from maps, pictures, reading, and especially from large blackboard and sand maps made by the teacher, will model the region in sand and trace on it the routes of the early explorers, Cartier, Champlain, etc. Pictures of the most striking scenic features will be shown and drawn by the class, and some time will be spent in the study of Niagara Falls, their appearance, their cause, and their probable future.

The Great Lakes will furnish the next topic. The method of their formation will be considered in the light of the work done last fall on glaciers. The great size of the water surface in proportion to the area drained will be noticed, and attention given to possible sources of the water supply. Lastly, the climate and soil, the vegetable and animal life which these determine, and the influence of them all upon the French settlers will be considered.

The basin of the Mississippi will then be studied in the same manner. The work of erosion, the flood plains, the delta, will be noticed and compared with the correspond-

ing features of the St. Lawrence. The children will model the river basin in sand and trace out the routes of Marquette and Joliet, and of La Salle, locating and modeling with greater care the places of their more important adventures. The soil and climate will then be compared with those of the St. Lawrence basin. The causes which produce the difference in climate, such as distance from the equator, the returning trade winds, the polar current, will be sought for, and the effect of the differences in both soil and climate upon the early settlers and later commercial development will be considered.

The Appalachian Mountains, which formed the great barrier separating the English from the French, enabling each to obtain a firm foothold in America before coming into conflict with the other, will be the next subject for discussion. The character of the highland and of each of its slopes will be studied in detail. The lowest points in the range will be noticed, and their importance in forming the easiest routes of travel from east to west emphasized. The points which control these routes will be determined, and the children will be asked to select the points for whose possession they think the great struggles between the French and English will occur.

The topography of strategical points such as Quebec, Ticonderoga, and Niagara will be studied in detail by means of pictures and descriptions, and will be drawn or modeled by the pupils.

**References:** Carpenter's *Geographical Readers, North America*, pp. 135-143, 150-159, 172-179, 195-203; 306-327; Tarr and McMurray, *North America*, pp. 234-238, 351-370, 26-38.

**Nature Study: METEOROLOGY.** The weather record will be continued as in previous months. The construction and use of the rain-gauge will be discussed this month,

and a record of the rainfall kept. The average rainfall for this month will be found from the government records, and compared with the amount of the present year. The observations with the skiameter will be continued, and the area of level ground covered by a beam of sunshine of given cross-section compared with that covered by a beam of the same cross-section last month, while the average temperatures of the two months will be compared at the same time.

**BOTANY.** The work for the month will be a study of germination. The class will plant various kinds of seeds, such as corn, beans, peas, grains, grasses, etc., in various conditions, and observe and record their growth by means of drawings and paintings. They will attempt to discover under what conditions of heat, moisture, light, soil, and air, germination is possible.

They will also plant the roots of several biennials, such as carrots and parsnips, and observe and record the manner in which growth begins from these.

They will continue to observe the growth of the buds on trees, and make frequent paintings both of the appearance of the buds and of entire trees. Each pupil will take a single tree and watch with especial care its growth throughout the season.

**PHYSICS.** The great work done in nature at this time by heat makes a means of accurately measuring temperature very necessary. The class will therefore perform a few experiments to enable them to understand the principle upon which the thermometer is based.

Each pupil will take a small glass bottle, fill it with water, insert in the top a stopper through which a piece of glass tubing eight or ten inches long has been passed. He will then immerse these in larger vessels of cold and hot water, and watch the effect upon the water in the tube. This will show the principle of the ordinary thermometer.

The principle of the air thermometer may be shown by putting only a little water in the bottle, and making the glass tube extend nearly to the bottom of the bottle. The pupil should now place this apparatus in cold and hot water, watch movement of the water in the tube, and compare the sensitiveness of this apparatus with that of the water thermometer.

**Painting:** In no way can the record of the changes in the germinating seed and in the outdoor world be so quickly and accurately made as by color; hence the pupils will have almost daily recourse to their colors for the purpose of making some of these records.

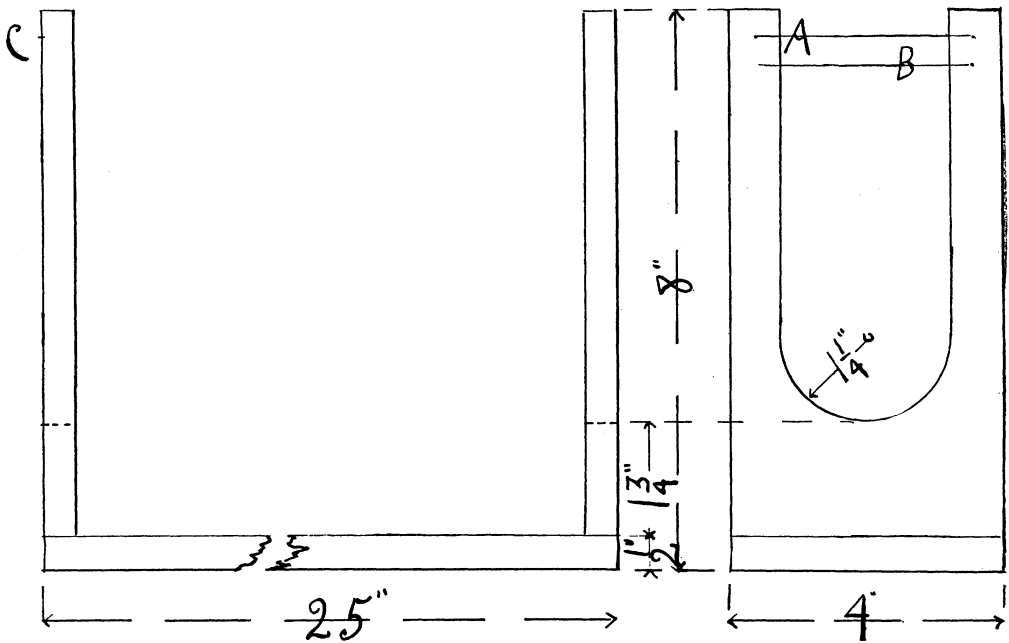
**Writing:** Such of the records as cannot be wholly told by painting or drawing, e.g., the inferences drawn from an experiment, will be kept in writing.

**References:** Hammel, *Observation Blanks in Physics*, pp. 29-31; Jackman, *Nature Study in the Grammar Grades*.

**Number:** The problems previously described necessary for interpreting results of skiameter and temperature observations will be continued.

The class has found that moisture is an essential for plant growth. They will record the rainfall, and compute and measure out the quantity of water falling on a four-inch square during the month, comparing it with the average of the last thirty years.

The Fifth Grade will also assist in the work of surveying in Lincoln Park under the direction of the mathematics department. Their work will consist of measuring straight lines by chaining and of angles with the plane-table, and plotting the measurements to scale. They will also use the home-made stadia to measure distances which cannot be chained. The construction of this apparatus is described below. The method of its use is as follows:



STADIA

Stock,  $\frac{5}{8}$ -inch pine; A, B, C, threads; A and B are  $\frac{1}{4}$  inch apart; A and C,  $\frac{1}{4}$  inch from top of uprights.

By looking through the back slit between the strips at C, first toward the upper thread, A, and then at the lower one, lines of sight may be directed toward a remote object at such an angle with each other that the distance of the object sighted will be 100 times as great as the length of the part of the object included between these lines of sight. Measuring the space, therefore, the distance of the object becomes at once known, and vice versa.

**Manual Training:** The class will work in twos, and every two will make a simple stadia for use in surveying, in accordance with the following directions:

From surfaced inch-stuff, cut two pieces according to the dimensions given in the drawing. To one attach two strips of tin or brass, as shown at C, and to the other fix two parallel

black threads  $\frac{1}{4}$  inch apart as shown at A and B. From the same stuff cut, square, and surface a board 25 inches long, and nail the former two pieces to the latter.

**Music:** (MISS GOODRICH). *May Song*, Modern Music Series, Third Book; *Song of May*, *The Wood Birds*, Modern Music Series, Second Book; *Sword Song*, Songs of Life and Nature.

The *Sword Song* may prove expressive of the chivalric, adventurous spirit of the French explorers and men-at-arms of the period which the history of this month will develop. Considerable time will be spent upon the religious and patriotic songs for Decoration Day exercises.